

## **IEP PROCESS**

• The IEP team determines the student's present levels of performance, the goals the child requires, and the special education services and placement the child needs to make progress on those goals.

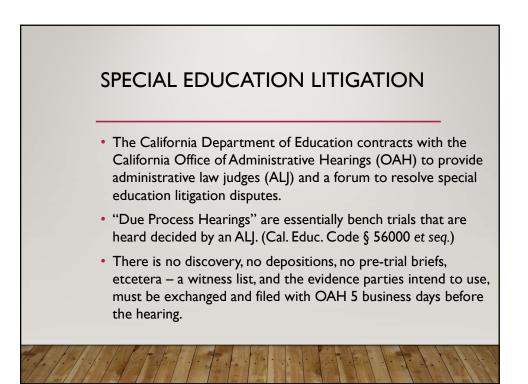
Ventura County Special E	STUDENT INF Education Local P					ication Pr	ogram (IEP)		Page 1
tudent	D.O.B.	Age		Grade	Sex	Meeting D	ate		
arent/Guardian/Surrogate	Case Manager	0.010.00		100000			urpose		
ddress	Case Manager Phor								
hone Home Cell Work	Case Manager Ema	il				Teacher (F	lem only)		
-mail:	Case Manager Email Teacher (E School Attending Student ID				1#				
arent/Guardian	Home School								
ddress							Service (DOS)		
hone Home Cell Work	Native Language								
-mail:							P	Eligible fo	r Migrant Progr
Initial Entry (0-22) Next Review Initial IEP Next Triennial	□ None □ CCS	C Mer	gional Cente ntal Health (	al Center (RC) Health (DMH)		o	In General Education Percent of the school day that the student is in t general education classroom/setting (ages 3-22). Physical Education		
Implementation (this plan)* Exit Date Exit Reason * Contingent upon full IEP team approval of plan.	Other Agen		Rehabilitation (DR)				General     General     General     Modified General     Specially Designed     N/A		kempt
Eligibility (Check Primary)			Healt	h / Behavio	or	D N/A	Out o	District Tra	nsfer
Intellectual Disabilities     Intellectual Disabilities     Speech/Language Impairment     Speecific Learning Disability     Traumatic Brain Injury     Catabilished Medical Disability	afness (LI) ual Impairment (LI) hopedic Impairment(LI) aring Impairment (LI)	Health &	pecialized Physical Health Care Service(s) lealth &/or Emergency Care Plan Date ehavior Intervention Plan Date Special Transportation			Transfer to: Date: Dismissed From			
Emotional Disturbance (3-4 year olds) De Secondary (If any)	af/Blindness (LI) LI = Low Incidence If yes, specify level: 1 2		2006000000000			Service:			
			cial Requirements:		-	Service:			
Not Eligible (explanation/comments)			y Drop off:	2			Service:		
Special Education Services and/or Related All services on this IEP will continue until next review unless otherwise 1.Primary	specified under End Date.		Begin Date (current yr)	End Date (optional)		ocation	Frequency	Total Minutes	Provider
2									
3					e =				
4									
5									
6				-	-				
7					-				
8									
9.									
10									
11				<u> </u>					-
					-				
12									

					S OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL Ventura County SELPA IEP			
Student Name					D.O.B.	Meeting Date		
Student Name Describe present levels of performance in terms of gener					ral education expectations. Scores alone are not sufficient.			
he results of a	all evaluation	ns inclu	ding any state	and/or d	istrict-wide assessments, as well as classroom performance	Areas of performance affected by the student's		
			P; if not, prov	vide ration	ale in the appropriate box below.	· · ·		
Parent/Stude								
Concerns ar		nts:						
Academic:	Reading				Cognitive Functioning	Vocational/Prevocational/Community Access		
Annual Goal(s)			🗆 Annua	I Goal(s)		Annual Goa		
Academic: 1	Written Lan	guage			Communication	Self-Care/Independent Living		
			🗆 Annua	I Goal(s)	Annual Goal(s)	Annual Goal		
Academic: Mathematics					Motor Abilities and/or Recreation/Leisure	Health Status/Summary Hearing: Date Passed _ Fail Vision: Date Passed _ Fail Corrective Lenses: _ Yes _ No Medication: _ Yes _ No if yes, list below:		
, cudemie.						Vision: Date Dessed Passed Faile Corrective Lenses: Yes No		
				l Goal(s)	D Appual Goal(c)	Vision: Date Dessed Passed Faile Corrective Lenses: Yes No		
	ccessment	Result	🗆 Annua	l Goal(s)	그 Annual Goal(s) Social Emotional/Behavioral Functioning	Vision: Date Dessed Passed Faile Corrective Lenses: Yes No		
Statewide A			s			Vision: Date Passed Faile Corrective Lenses: Yes No Medication: Yes No if yes, list below:		
Statewide A Area ELA	Test Se	na		I Goal(s)		Vision: Date Passed Faile Corrective Lenses: Yes No Medication: Yes No if yes, list below:		
Statewide A Area ELA Math	Test S	na na	s			Vision: Date Pased Faile Corrective Lenses: Yes No Medication: Yes No if yes, list below:		
Statewide A Area ELA	Test S	na	s			Vision: Date Passed Faile Corrective Lenses: Yes No Medication: Yes No if yes, list below:		
Statewide Ar Area ELA Math Science English Lan	Test S	core na na na	S Level			Vision: Date Paile Corrective Lense: Yes No Medication: Yes No if yes, list below: Overall Health:		
Statewide Area ELA Math Science English Lanc Listening	Test S	core na na na	S Level		Social Emotional/Behavioral Functioning	Vision: Date Paile Corrective Lense: Yes No Medication: Yes No if yes, list below: Overall Health:		
Statewide A Area ELA Math Science English Lan Listening Speaking	Test S	core na na na	S Level		Social Emotional/Behavioral Functioning	Vision: Date Paile Corrective Lense: Yes No Medication: Yes No if yes, list below: Overall Health:		
Statewide Area ELA Math Science English Lan Listening Speaking Reading	Test S	core na na na	S Level		Social Emotional/Behavioral Functioning	Vision: Date Paile Corrective Lense: Yes No Medication: Yes No if yes, list below: Overall Health:		
Statewide A: Area ELA Math Science English Lan Listening Speaking Reading Writing	Test S	core na na na	S Level		Social Emotional/Behavioral Functioning	Vision: Date Drassed Faile Corrective Lense: Yes No Medication: Yes No if yes, list below: Overall Health:		
Statewide A Area ELA Math Science English Lan Listening Speaking Reading Writing Onal Language	Test So guage Asse	na na na	S Level		Social Emotional/Behavioral Functioning	Vision: Date Paile Corrective Lense: Yes No Medication: Yes No if yes, list below: Overall Health:		
Statewide A: Area ELA Math Science English Lan Listening Speaking Reading Writing	Test So guage Asse	na na na	S Level		Social Emotional/Behavioral Functioning	Vision: Date Passed Faile Corrective Lenses: Yes No Medication: Yes No if yes, list below:		

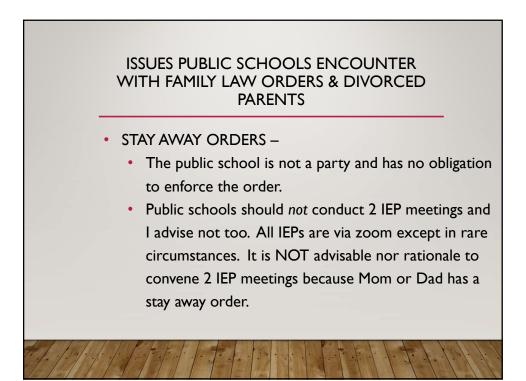
	ANNUAL GOALS Ventura County SELPA IE	Page 4 of 33
Student Name		Meeting Date
Area of Need: Reason for goal (Describe current needs in this area. Summa	Responsible Personnel:	
Baseline (must include observable behavior or skill, current le	evel of accuracy and consistency, & measurement in	strument):
For EL students, the goal is linguistically appropriate. Specify	y language of instruction:	apanish 🗆 Other:
Annual Goal 1		
Enables student to be involved/progress in general curricu     Category:   Area of Need:		dresses other educational needs resulting from the disability omain <u>:</u>
Area of Need: Reason for goal (Describe current needs in this area. Summa		cable.):
Baseline (must include observable behavior or skill, current le	evel of accuracy and consistency, & measurement in:	strument):
		Spanish 🗆 Other:
For EL students, the goal is linguistically appropriate. Specify	y language of instruction:	spanish 🗆 Other:
For EL students, the goal is linguistically appropriate. Specify Annual Goal $\left. 2 \right.$	y language of instruction: Linglish Li s	panisi Uoner:
	ulum andior 웹 Adr	dresses other educational needs resulting from the disability main:

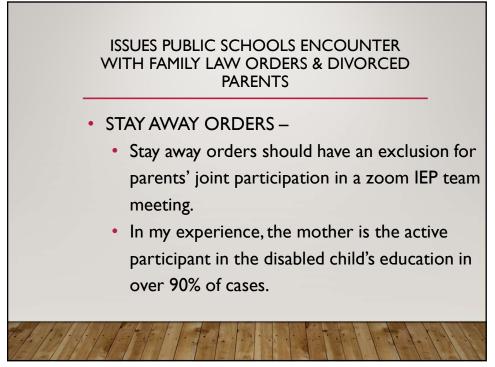
	LEAST RESTRICTIVE ENV		Page 16 of
	Ventura County SELPA		
Student Name	D.O.B		e
Promotion and Retention Standards (Grades 2-8) 2 Regular dist	trict criteria 🗅 Individualized criteria, spec	tify (reading for gr. 2 & 3; English/lang	uage arts and math for all other grades):
Special Factors Affecting Learning and Placement Do any of th	ne following special factors apply? If yes,	describe interventions, strategies and	/or supports.
Zi Yes 🖬 No Behavior interferes with learning (of self or others):			
🗊 Yes 🖬 No Language needs of English Learner (EL) Grades TK-1	2 only :		
Ves Z No Braille instruction for students with blindness or visual	impairment:		
I Yes INo Communication needs, including students who are dea			
A Yes 🗖 No Assistive technology devices and services:	A A		
Yes No Low Incidence Equipment to be acquired:			
Program Considerations			
The IEP Team considered the following factors to determine the I			
<ul> <li>The level of his/her individual needs as reflected on this IEP Removal from general education only when the nature or severity are such that education in general classes with supplementary aid achieved satisfactorily</li> </ul>	of the educational needs the services cannot be A	he maximum extent appropriate in nor	and participation with students without disabilities to n-academic and extracurricular activities all and personal needs, the level of educational thich s/he needs
Check each program option discussed: General education class(es) with special education monitoring accommodations or modifications General education class(es) with special education services p		extracurricular activities in gene Full-time special education class	
the classroom General education class(es) with special education services p	and individually as in small second	<ul> <li>Full-time special education class</li> <li>Home/hospital instruction</li> </ul>	s(es) in a Nonpublic School (NPS)
outside the classroom	provided individually or in small groups	<ul> <li>Home/hospital instruction</li> <li>(For preschoolers only) Related</li> </ul>	Services only
Special education class(es) with part-time integration for acad	demics in general education classroom	Other: Residential Treatment 0	
f placement in other than general education, provide rationale: f placement in other than home school, provide rationale: Dher placement rationale:			
f placement in other than home school, provide rationale: Other placement rationale: Additional supports for student:			
f placement in other than home school, provide rationale:			
f placement in other than forme school, provide rationale: blier placement rationale: udditional supports for student: upports needed for school personnel ( <i>i.e. consultation, training, pla</i> support needed for transition between programs ( <i>i.e. special educat</i> is en Mentino Notes.	nning time):	dergarten; middle school to high scho	o():
f placement in other than home school, provide rationale: Dther placement rationale: Additional supports for student:	nning time):	dergarten; middle school to high scho	o():
f placement in other than forme school, provide rationale: blier placement rationale: udditional supports for student: upports needed for school personnel ( <i>i.e. consultation, training, pla</i> support needed for transition between programs ( <i>i.e. special educat</i> is en Mentino Notes.	nning time):	dergarten; middle school to high scho	o():
placement in other than forme school, provide rationale: diditional supports for student: upport needed to school personnel ( <i>i.e. consultation, training, pla</i> upport needed for transition between programs ( <i>i.e. special</i> educat ces Meeting Notes en Meeting Notes A for a 2 Yes No If yes, fill out the services box below.	nning time): ion to general education; preschool to king days ESY Transportation <b>[X</b> Yes []	dergarten; middle school to high scho	ol): 5 See Meeting Summary for add'l info.
placement in other than forme school, provide rationale: 	nning time): ion to general education; preschool to king days ESY Transportation <b>[X</b> Yes []	dergarten; middle school to high scho	ol): 5 See Meeting Summary for add'l info.

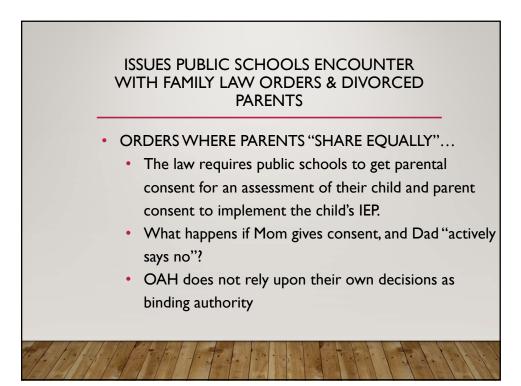




## SPECIAL EDUCATION LITIGATION • The jurisdiction of OAH is limited to IDEA/special education matters. (Wyner v. Manhattan Beach Unified Sch. Dist. (9th Cir. 2000) 223 F.3d 1026, 1028-1029.) • OAH does not have jurisdiction to entertain claims based on other non-IDEA or California special education statutes such as Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) or Section 1983 of Title 42 United States Code, or the Americans with Disabilities Act.



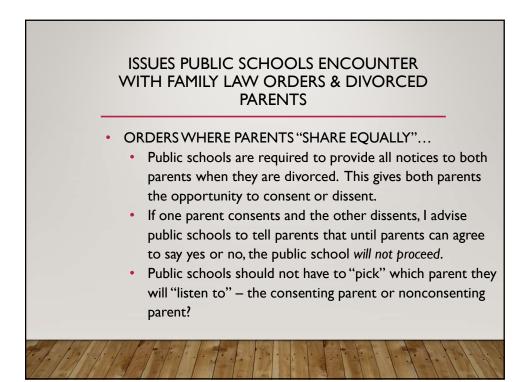


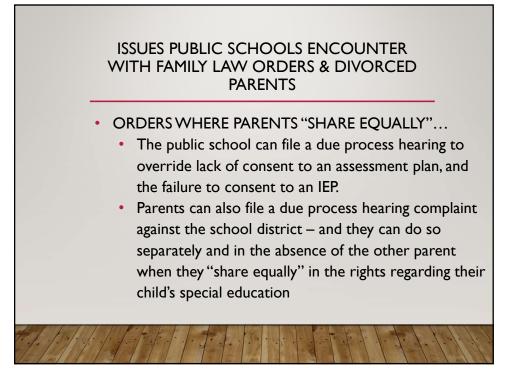


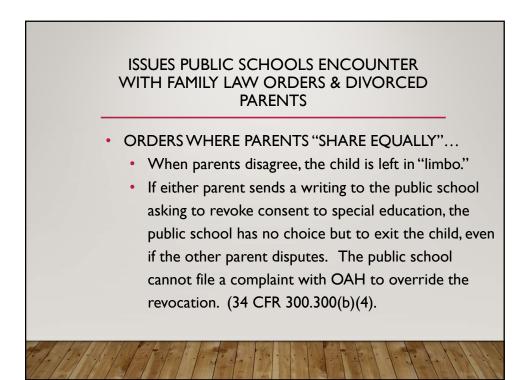
## ISSUES PUBLIC SCHOOLS ENCOUNTER WITH FAMILY LAW ORDERS & DIVORCED PARENTS

## ORDERS WHERE PARENTS "SHARE EQUALLY"...

- In one case, a school district was found to have violated Mother's right to a timely assessment because it delayed the assessment process in an effort to get Father's consent, and Father clearly said "No"
- In another case, the child's special education assessment was ordered expunged because Father convinced the school to assess the child in the absence of giving the mother the opportunity to consent or dissent to an assessment plan.









confer" and come to some agreement, are not helpful.One parent says she did and the other says it never happened.

 Custody orders should include one parent who has the final say if parents cannot agree – with clear and concise language.

